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Living the Implicit Curriculum, Leaving a Legacy

Ricardo C. Carrasco

This paper introduces the inaugural issue of *OCCUPATION: A Medium of Inquiry for Students, Faculty & Other Practitioners Advocating for Health through Occupational Studies*. The paper asserts that implicit or hidden curriculum partners with the explicit curriculum, especially in health care education that promotes the students' journey that employs doing, in the transformative process in being and becoming entry-level practitioners.

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The notion that humans are occupational beings predates occupational therapy history. In the words of Aristotle, humans learn by doing, therefore to learn to be just, one has to do just acts, for example (340 BC). Fidler & Fidler (1978) used the word “doing and becoming” and posited that while early philosophers entertained the idea of human action, the adaptation and transformation of those doing actions into doing something had meaning and purpose had not been explored. In delivering a blended curriculum designed towards entry-level professionals at the doctoral level, the challenge arises in engaging learners in experiences that allow for enough “doing” to enhance their “being” towards a continuum of “becoming.”

Guided by information from the Community of Inquiry model, virtual and face-to-face classrooms employ learning presences utilized by both students and faculty, challenging everyone towards self-determined learning experiences within the constraints of a lockstep learning calendar, (Garrison & Vaughan, 2008; Hase & Kenyon, 2013). This explicit curriculum comprises the didactic, clinical and scholarly experiences communicated to the public and delivered to the students. While students actively engage in the explicit curriculum, they also participate in the hidden, sometimes

referred to as the hidden curriculum which addresses the learning environment that is committed to diversity and student-centeredness, not only in the face-to-face classrooms and administrative and advising interactions, but also in the virtual world using the learning management system or other technologies. (Quinn & Bath, 2014; Dutton, & Sellheim, 2014).

Wren (1999) averred that educators need to activate elements in the environment that address the socialization of students in learning how to learn and understanding the meaning of educational rituals, ceremonies, celebrations and routines, including recognition of accomplishments such as awards, pinning and white coat traditions in health care. Such elements of the implicit curriculum contribute not only to the learner's path of doing, being and becoming, but also developing a sense of belonging, thus contributing to their personal growth and professional socialization (Hitch, Pepin & Stagnitii, 2014; Wilcock, 1999). The birth of the virtual community called CHAOS, or the Community and Health Advocacy through Occupational Studies, and its companion publication called *OCCUPATION, A Medium of Inquiry for Students, Faculty and Other Practitioners Advocating for Health through Occupational Studies* accentuate a coordinated effort among students, faculty and other scholars

and practitioners to live an implicit curriculum of professional behavior, accountability, and scholarly collaboration, and translating it into the printed medium. It is a legacy delivered and continued to celebrate purposeful engagement that will continue celebrating lifelong learning.

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